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ABSTRACT

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report examines the costs and funding of the components of BAWP that are primarily responsible for the dissemination effects of the project. Sections of the report contain the following: (1) a cost overview, with analyses of funding sources and project expenditures; (2) a discussion of central staff, including their job descriptions, salaries and benefits, and job responsibilities; (3) financial descriptions of BAWP school-year inservice projects, including information about costs to districts holding the inservice programs, additional district and teacher benefits, and specific cases of Title IVC funding; (4) funding information on the National Writing Project network, an offshoot of the BAWP; (5) a comparison of BAWP with other large dissemination programs; and (6) a budget analysis of a "critical competitor," the Fairfax (California) Expressive Writing in the Schools project. (RL)

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EVALUATION OF THE BAY AREA WRITING PROJECT

A Technical Report

Funded By
The Carnegie Corporation

1979

Evaluation Directed by
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BAY AREA WRITING PROJECT

COST REPORT

Written by Jim Stahlecker

Suggestions contributing to the final report were made by
Susan Thomas, Catharine Keech, Barbara Davis and Michael Scriven

BAWP Evaluation Unit

September 1979

SUMMARY: BAY AREA WRITING PROJECT COST REPORT

This report examines costs and funding of the components of BAWP primarily responsible for the dissemination effects of the project. First, the BAWP inservice component has a "multiplier effect" as teachers trained in the Summer Institute return to schools to offer school-year inservice programs. This effect is replicated by the 67 sites comprising the National Writing Project Network, whose programs, modeled on BAWP, have at their core a Summer Institute which trains teachers as consultants to lead school-year inservices. The widely varying costs of these NWP programs are funded by a number of sources. This report suggests that some NWP sites face severe problems in obtaining refunding. Finally, the cost of maintaining the central staff of the Berkeley BAWP program and the costs of the many programs BAWP funds during a "typical" year are described, and a general evaluation is made of the cost-effectiveness of this model as compared with another model for staff development.

Central Staff: The Bay Area Writing Project and its many offshoot programs, including establishment and initial funding of NWP sites, has an annual budget of approximately $650,000, which includes annual salaries of four professional staff coordinators and three support personnel totalling about $150,000. The small size of the central staff necessitates great intermingling of job responsibilities as well as large individual responsibilities.

Inservice Component: The inservice component of BAWP has evolved over a period of five years into a relatively stable model which has proven to be most effective. The standard inservice, now, is generally 10 weeks in length and provides a district with different speakers at

each of the sessions and a single coordinator who is present at all (or most) sessions. Districts are charged $1,780 for this standard type of inservice, but an analysis of the hidden costs of such a program reveals that the actual cost to BAWP is between $2,632 and $3,051. The difference between district charges and actual cost is absorbed by BAWP central staff in planning time, consultation, follow-up, billing, etc. The charges to the district are generally sufficient to cover only the stipends of the coordinator and speakers for that district's inservice presentations.

Variations on the 10-week standard inservice offering are common. For instance, the Target Area Programs receive up to $15,000 from a special NEH/BAWP fund to provide intensive summer inservicing in a district. The district pays and trains local teachers to lead occasional school-year inservices rather than calling on BAWP Summer Fellows. Much of the NEH/BAWP funding has been used in some of these districts to finance writing assessments, rather than providing instructional-emphasis inservice during the school years.

Target Area Programs represent a particular kind of drain on BAWP resources, unlike NWP sites and regular inservices which can generate further funding, through matching grants from NEH. In addition, the Target Area Project model provides more intense training for a small number of teachers compared to the less intense training that could be made available at the same cost to many more district teachers, using the regular inservice model.

It is not known whether, after summer training, Target Area Project participants are able to bring about the kinds of changes in the district during the school year that BAWP Summer Fellows have reportedly brought about

through the regular 30-hour inservices. The more costly Target Area Project model should be examined for evidence that the benefits of the summer training are not limited to the individual teachers who participate in the summer program, in order to justify the expense of their training compared to the training they might receive in an ordinary BAWP school-year inservice.

National Writing Project: The National Writing Project Network was established in 1977 through a $514,000 matching grant from the National Endowment for the Humanities. Potential NWP sites who can solicit funding pledges up to $15,000 from local sources may apply to the BAWP office for matching NEH funds. If selected as an NWP site, the new project begins operation with as much as $30,000. These sites are modeled on the basic BAWP design with a summer institute training teacher consultants as leaders of subsequent school-year inservices.

A survey of NWP directors revealed that a majority of sites in their second or third year of operation believe that their projects will continue even without further financial assistance from BAWP. Only 9 of the 33 second or third-year sites surveyed, however, actually had secure funding in hand of $10,000 or more for next year's operations. Anecdotal comments and telephone or personal interviews indicate that the BAWP experience inspires directors and participants with a strong faith that their projects will continue somehow simply because of their great inherent worthiness. This report has found evidence, however, that financial allocations are insufficient in some sites to sustain full programming, even where directors have great faith in the value of the project. The report recommends continued and increased assistance from BAWP in disseminating information about funding sources and providing

guidelines for application for funds and evaluation of projects which aid in securing further funding. If BAWP sites are to continue, financial needs must become a top priority.

Comparison of BAWP with other Large Dissemination Programs: This report also overviews three large-scale science programs disseminated nationally during the 1960's, in order to broadly put in context BAWP's national dissemination efforts. BAWP's funding is substantially less than any of the comparable science programs, yet its dissemination efforts continue to expand nationally and internationally. This report has posed two questions. Can BAWP continue to disseminate a consistently high quality program with such little capital? Does assessment information exist currently which "proves" BAWP methods to be exemplary and thus invites continued and expanded dissemination? As the measurement tools for writing assessment are generally inadequate for rigorous statistical treatment, assessment data regarding student gain in writing skills is still equivocal. This report urges BAWP's continued and expanded efforts in developing assessment tools appropriate for measuring student gain in composition skills. Only in this way can BAWP validate its own promising impact on the field of composition instruction.

Comparative Costs of a Critical Competitor: This report also examines one critical competitor to the BAWP model and compares cost figures of BAWP with the competitor. While BAWP has an annual budget of more than 8 times the amount of the competitor, its dissemination figures reveal its programs to reach more than 1000 times the number of teachers than does the competitor. Thus, in terms of cost of comparable dissemination, BAWP is highly cost-effective. No precise comparisons

have been drawn between the effects of large scale disseminating efforts like BAWP and the effects of locally controlled training of small groups of teachers. The obvious advantages BAWP gains with its widely exportable model and superior possibilities for dissemination of teaching ideas are limited by the fact that expansion usually works against quality control of a program. BAWP should be alert to the problems inherent in maintaining a balance between greatest dissemination, greatest impact on teachers reached, and most reasonable costs.

ACKNOWLEDGEMENTS

The writer would like to acknowledge the time and assistance of the BAWP Project Staff; Jim Gray, Miles Myers, Mary K. Healy, and Keith Caldwell. Also, invaluable assistance in collecting budget information was provided by the project's administrative assistant, Cathy Hill.

The many site directors and co-directors have been of great help, both in responding to the survey questionnaire and in providing additional information over the telephone. Their time and cooperation have been most generous and are greatly appreciated.

The work of collecting, processing and analyzing the data was assisted by:

Susan Thomas
Patti Watson
Royce Myers

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OVERVIEW:

The Bay Area Writing Project began in 1974 in the Berkeley area as a staff development program for teachers of English. While the "core" of the BAWP model involves the intensive training of a selected group of teachers during 5 weeks of the summer months, many other programs have evolved during the course of the writing project which have not only involved many teachers in the immediate Bay Area, but have enabled teachers throughout the country to experience the BAWP model of staff development.

The following diagram outlines the network of the Bay Area Writing Project, overviews some of the central staff functions, and highlights the major dissemination programs offered through BAWP:

Insert figure 1

This report examines the cost of two components of BAWP which have provided the greatest disseminating effect: inservice programs, in which teachers trained in the summer institutes can "multiply" the effects of their experience with other school teachers during the school year; and the National Writing Project Network, which establishes other sites nationally to provide staff development programs based on the BAWP model. In addition, this report outlines cost information and staff responsibilities in the central office of the Bay Area Writing Project. While specific cost information regarding the inservice and the NWP component varies due to geographical location, particulars of university and school district salary scales, and other unknown variables, these analyses provide an outline of typical costs and benefits to schools "buying" a BAWP inservice training program and/or to funders investing in some component of the BAWP model.

SCOPE OF THE BAY AREA WRITING PROJECT

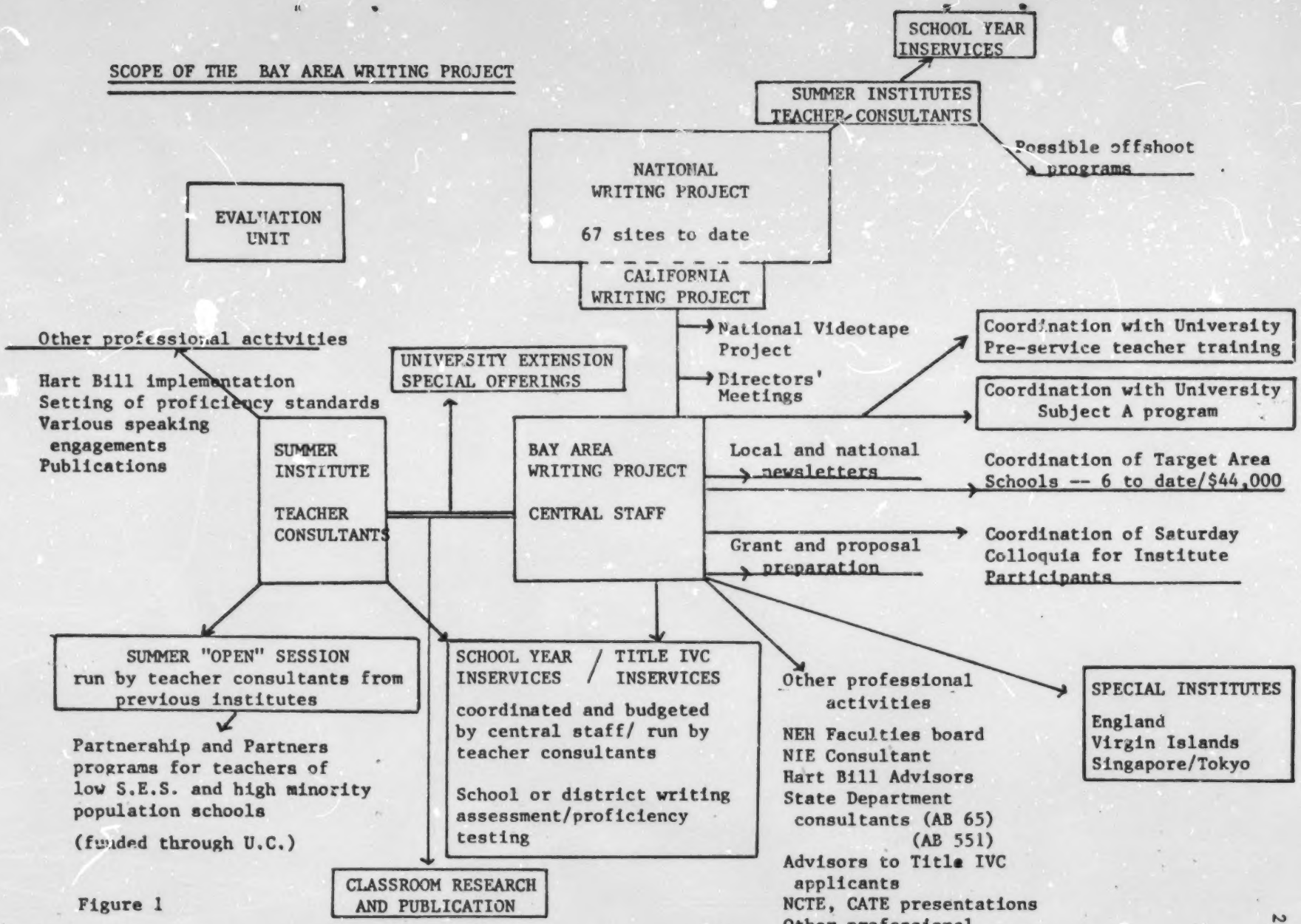
SCHOOL YEAR INSERVICES
SUMMER INSTITUTES TEACHER-CONSULTANTS
Possible offshoot programs
NATIONAL WRITING PROJECT
67 sites to date
EVALUATION UNIT
CALIFORNIA WRITING PROJECT
Other professional activities
Hart Bill implementation
Setting of proficiency standards
Various speaking engagements
Publications
UNIVERSITY EXTENSION SPECIAL OFFERINGS
National Videotape Project
Directors' Meetings
Coordination with University Pre-service teacher training
Coordination with University Subject A program
SUMMER INSTITUTE
TEACHER CONSULTANTS
BAY AREA WRITING PROJECT
CENTRAL STAFF
Local and national newsletters
Coordination of Target Area Schools -- 6 to date/$44,000
Grant and proposal preparation
Coordination of Saturday Colloquia for Institute Participants
SUMMER "OPEN" SESSION
run by teacher consultants from previous institutes
Partnership and Partners programs for teachers of low S.E.S. and high minority population schools
(funded through U.C.)
SCHOOL YEAR INSERVICES / TITLE IVC INSERVICES
coordinated and budgeted by central staff/ run by teacher consultants
School or district writing assessment/proficiency testing
CLASSROOM RESEARCH AND PUBLICATION
Other professional activities
NEH Faculties board
NIE Consultant
Hart Bill Advisors
State Department consultants (AB 65) (AB 551)
Advisors to Title IVC applicants
NCTE, CATE presentations
Other professional speaking engagements
SPECIAL INSTITUTES
England
Virgin Islands
Singapore/Tokyo

Figure 1

SECTION I COST OVERVIEW

The three-year grant from the National Endowment for the Humanities to the Bay Area Writing Project is in the amount of $1,049,997.00. However, not all of that money is directly accessible to the Berkeley BAWP office, and monies other than the NEH grant are used to run the many BAWP programs. Of the NEH allocation, $514,000.00 (49%) is specifically designated as matching funds money for the dissemination of the BAWP model through the National Writing Network (see section IV), and so is not available for BAWP's Bay Area program implementation. Other monies to run the BAWP programs come from the Carnegie Corporation of New York, the University of California, and other private gifts or donations.

Table 1 summarizes a "typical" year of expenditures within the writing project network. The table is based on BAWP's three-year overview budget, and therefore may not truly represent any <u>one</u> year's expenditures for a given category.

Tables 1A through 1F give a more detailed explanation of the particular expenditures made with each allocation specified in Table 1. Yet again, these figures may not be representative of any <u>one</u> year, as they reflect an average of the three-year budgetary allocations. Further, those tables detail the funding source for each expenditure.

As noted in Table 1's overview of funding allocations, indirect costs (space rental, heating, lighting, upkeep, etc.) are assessed on grant applications made through the University for an additional 17% of that allocation requested by the BAWP/NEH grant writers. In the case of the University of California, these indirect costs were assessed <u>only</u> on the NEH grant. Other sites making grant applications need to investigate the particulars of this indirect assessment at their

location, as these costs vary and are often negotiated between funders and University grant offices. Generally, these indirect assessments provide more resources to a University than are actually needed to provide lights, heating, etc., for any one project. In many cases, the excess revenues are used by the University to supplement scholarship funds and other University activities not directly related to the project making the grant application.

As with any project the size and scope of BAWP, budgetary arrangements are not stable. The preceding tables have not attempted to provide an accounting audit of BAWP expenditures, but have broadly outlined the cost of running a program of this scope. Staffing changes, variations in salary schedules, program expansion, and the adaptations made in the BAWP model by other sites, necessitate interpretation of the figures offered here.

TABLE 1 ANNUAL RUNNING EXPENSE FOR BAWP NETWORK

	School of Education	NEH Outright	NEH Matching	Carnegie *	Other Gifts	U.C. Sutton & Regents	TOTAL
Salaries	$25,620.54 (82.9%)	$43,752.00 (24.5%)	-0-	$54,491.33 (75.4%)	-0-	$29,392.00 (40.2%)	$153,255.87
Benefits	5,281.67 (17.1%)	4,139.67 (2.3%)	-0-	1,447.35 (2%)	-0-	3,343.68 (4.6%)	14,212.37
Equipment	-0-	720.00 (.4%)	-0-	-0-	-0-	532.67 (.7%)	1,252.67
Contracts with Sites	-0-	75,639.67 (42.3%)	$171,333.33 (100%)	9,408.66 (13%)	$126,666.67 (100%)	26,621.34 (36.4%)	409,669.67
Supplies	-0-	10,687.67 (6%)	-0-	5,767.67 (8%)	-0-	12,168.32 (16.7%)	28,623.66
Travel	-0-	17,712.33 (9.9%)	-0-	1,201.33 (1.6%)	-0-	1,019.67 (1.4%)	19,933.33
Indirect costs assessed by univ.	-0-	26,014.33 (17%)	-0-	-0-	-0-	-0-	26,014.33
TOTAL	30,902.21	178,665.67	171,333.33	72,316.34	126,666.67	73,077.58	$652,961.90

* With the exception of the Central Staff Administrative Director's salary, the entire Carnegie grant has funded a three-year evaluation of the BAWP programs.

TABLE 1A SALARY EXPENDITURE OF BAWP NETWORK

School of Education	NEH Outright Grant	Carnegie	U.C. Sutton & Regents
Project Director	Project Director	Evaluation Director	Project Director
Salary $22,086.67	Stipend $3,986.00	Salary $2,095.00	Stipend $1,111.00
Summer sal. 3,533.87	Summer Coordinator	Evaluation Consultant	Assistant Director
$25,620.54	Salary 700.67	Salary 233.33	Stipend 1,111.00
	Administrative Director	Bibliographer	Summer Coordinator
	Stipend 1,463.33	Salary 4,598.00	Salary 1,456.33
	Administrative Assistant	Research Assistants	Administrative Director
	Salary 10,432.33	Salary 14,977.67	Stipend 866.67
	Assistant Director	Evaluation Coordinator	Project Secretary
	Salary 22,720.67	Salary 6,525.67	Salary 10,282.00
	50% Secretary	Administrative Director	Clerk
	Salary 1,720.33	Salary 26,061.66	Salary 5,430.00
	Summer Instructors	$54,491.33	Summer Instructor
	Salary 666.67		Salary 2,333.33
	Research Assistants		Assistant Director
	Salary 2,062.00		Salary 3,999.67
	$43,752.00		Subject A Coordinator
			Salary 2,802.00
			$29,392.00

TABLE 1B BENEFIT EXPENDITURE OF BAWP NETWORK

School of Education	NEH Outright Grant	Carnegie	U.C. Sutton & Regents
Project Director	Project Director	Other Stipends	Project Director
9 month $5,080.00	Stipend $916.67	$ 66.67	Stipend $ 36.67
Summer 201.67	Summer Coordinator	Evaluation Director	Assistant Director
$5,281.67	146.67	116.67	Stipend 36.67
	Other Stipends	Evaluation Coordinator	Summer Coordinator
	66.67	970.67	55.00
	Administrative Director	Evaluation Consultant	Other Stipends
	Stipend 336.00	4.00	66.67
	Administrative Assistant	Bibliographer	Administrative Director
	2,295.00	64.67	Stipend 63.00
	50% Secretary	Research Assistants	Project Secretary
	345.33	224.67	2,190.67
	Research Assistants	$1,447.35	Clerk
	33.33		864.67
	$4,139.67		Summer Instructors
			30.33
			$3,343.68

TABLE 1C EQUIPMENT EXPENDITURE OF BAWP NETWORK

NEH Outright	U.C. Sutton & Regents
$720.00	$532.67

TABLE 1D RELEASED TIME/CONTRACTS WITH SITES EXPENDITURE OF BAWP NETWORK

NEH Outright	NEH Matching	Carnegie	Other Gifts	U.C. Sutton & Regents
Projects $4,091.33	Field Research $3,000.00	Evaluation Writing Assessment $3,308.33	Other Grants to Sites (set-up,etc) $126,666.67	Projects $5,873.67
Calif. Follow-up 1,266.67	Other Grants to Sites (set-up,etc) 168,333.33	Other Grants to Sites (set-up,etc) 6,100.33	$126,666.67	Institute 14,450.00
Nat. Follow-up 3,588.33	$171,333.33	$9,408.66		Sub A Instruction 3,800.00
Site Planning 1,666.67				Sub A Follow-up 1,350.00
Target Areas 14,666.67				BAWP Follow-up 881.00
Calif. Sites 26,666.67				Pre-service 266.67
National Sites 20,000.00				$26,621.34
Other Grants to Sites (set-up,etc) 3,693.33				
$75,639.67				

TABLE 1E

SUPPLY EXPENDITURE OF BAWP NETWORK

NEH Outright		Carnegie		U.C. Sutton & Regents	
Reproduction	$ 5,782.67	Reproduction	$1,427.67	Reproduction	$7,405.33
Office Supplies	607.00	Office Supplies	533.33	Office Supplies	610.33
Books/Tapes	332.00	Books/Tapes	139.67	Books/Tapes	103.00
Mailing	959.00	Mailing	309.33	Mailing	940.00
Telephone	2,243.33	Telephone	1,020.67	Telephone	1,978.00
Parking	97.00	Parking	61.67	Parking	76.33
Computer	500.00	Food	355.33	Food	955.33
Keypunch	166.67	Computer	1,420.00	Pre-service	100.00
	$10,687.67	Keypunch	500.00		$12,168.32
			$5,767.67		

TABLE 17

TRAVEL EXPENDITURE OF BAWP NETWORK

NEH Outright	Carnegie	U.C. Sutton & Regents
$17,712.33	$1,201.33	$1,019.67

SECTION II CENTRAL STAFF

The professional central staff of the Bay Area Writing Project is comprised of four people. Of these, three are public school teachers on leave or on loan from their respective districts. The fourth, Jim Gray, the director/founder of the writing project, is a full-time employee of the University of California. While the job descriptions of these individuals list their responsibilities as discrete functions, managing a large project with such a small central staff requires overlapping of roles and duties. In general, however, primary responsibility for individual components of the model is distributed as follows:

Jim Gray	Application for grants and funding Communications with the State Department of Education and the University Conducting the Summer Institute at Berkeley
Miles Myers	Administration of the Bay Area Writing Project budget and personnel Management of the budget proposals and funding of the National Writing Project sites Supervisor of Target Area Projects' inservice and evaluation
Mary K. Healy	Direction of school year inservice Editor of local BAWP newsletter
Keith Caldwell	Coordinator of National Writing Project including visits to National sites by BAWP consultants Editor of National Writing Project Newsletter

These four share responsibility for visiting new or potential National Project sites. All still act as regular teacher consultants to local, state, and national projects. Myers is frequently called on to help districts conduct local writing assessments, while Healy and Caldwell are in great demand as on-site presentors of teaching ideas.

The following table outlines salaries of the four professional central staff employees, the administrative assistant, the director's secretary and the project clerk/typist. The subsequent overviews of each of the four professional central staff positions further detail their responsibilities.

Insert Table 2

TABLE 2 OUTLINE OF BAWP CENTRAL STAFF SALARIES *

	PROJECT DIRECTOR	ADMINISTRATIVE DIRECTOR	ASSISTANT DIRECTOR	NATL. NETWORK COORDINATOR	ADMINISTRATIVE ASSISTANT	DIRECTOR'S SECRETARY	PROJECT CLERK
SALARY 9 months	$ 22,086.67	$ 19,455.00	$ 21,619.00	$ 22,000.00	$ 12,500.00 (11)	$ 10,297.00 (11)	$ 10,142.00 (11)
BENEFITS (SALARY) (EXTENDED SUMMER)	$ 5,080.00 (1) $ 105.80 (2)	$ 2,944.11 (6) $ 87.80 (2)	$ 2,769.17 (9)	$ 3,302.98 (10)	$ 2,750.00 (12)	$ 2,265.34 (12)	$ 2,231.24 (12)
EXTENDED SUMMER DUTIES SALARY	$ 3,290.00 (3)	$ 4,390.00 (7)					
SUMMER SESSION SALARY	$ 3,533.87 (4)	$ 2,797.00 (8)	$ 2,000.00				
SUMMER SESSION BENEFITS	$ 70.68 (5)	$ 55.94 (5)	$ 40.00 (5)				
TOTAL YEARLY SALARY	$ 36,167.02	$ 29,729.85	$ 26,428.17	$ 25,302.98	$ 15,250.00	$ 12,562.34	$ 12,373.24

TOTAL YEARLY SALARIES COMBINED $157,813.60

(1) Based on 23% academic benefits rate for University employees

(2) Extended summer payment has approx. 2% withholdings for unemployment and workers' compensation, since 9 month benefits package covers summer months

(3) Based on 1979 contract for 2 months additional Project Head activities

(4) Calculated as 16% of the 9 month salary (standard University of California summer schedule)

(5) Summer session instructors have approx. 2% salary withholdings for workers' compensation and unemployment

(6) 15% benefit package provided through the employing school district

(7) Based on 1979 contract for 2 months additional Administrative Director activities

(8) The administrative director and the assistant director would not both be employed during the same summer to co-direct the summer institute

(9) 13% benefit package provided through the employing school district

(10) Based on: 8% teacher's retirement, 1.157% workers' compensation, .002% unemployment, 3.6% supplemental retirement, and $496.00 in medical and dental benefits

(11) Twelve month salary

(12) Based on 22% non-adacemic benefits rate for University employees

* This outline includes only those individuals employed full time, although BAWP regularly employs part-time assistants and typists

14

PROJECT DIRECTOR

Responsibilities during 1978-1979

"Defending" the project to: (estimated at approximately 30% of time)
- Department of Education
- Provost of the University
- State Legislative financial analyst
- State Finance Committee
- State Senate Ways and Means Committee
- National Endowment for the Humanities
- National Institute of Education
- Visitors

Fund Raising and related activities:
- Grants for project's continuation to NEH
- Investigations of other funding sources (Sloane Foundation)
- Grant proposals to Title IVC and CWP continuation
- Testimony before California Senate for CWP regent's budget
- Visits to state and/or national sites as consultant on funding efforts (San Diego)
- Testimony before U.S. Senate Committee on Education (Wash D.C.) re. Title II

Summer Institute
- Interviewing for Summer Invitational (each person contacted 5-10 minutes by telephone; interviewed in office, minimum 1 hour)
- Final selection of summer participants
- Leadership of summer institute (5 weeks in summer)

Dissemination Activities
- Meetings with potential site people from across the nation and world (South Africa, England, Canada, Asia)
- Establishing new sites:
  - Pre-planning activities with national sites on telephone
  - Review of all applications
  - Planning activities with new sites
- Coordination of CWP site directors meeting (2 in 1978-79)
- Occasional inservice presentations
- Occasional speaking engagement at NWP sites
- Planning/organizing of international summer institutes (Singapore/Tokyo, England)
- Leadership of NWP (attempting to share position with other site directors)
- Review all lists of BAWP inservices speakers
- Coordination of BAWP pre-service training for student teachers
- Coordination of Partner and Partnership programs for teachers dealing with minority populations

PR, Professional and Political Activities
- Presentations on staff development to State department (Sacramento) and Phi Delta Kappa administrators meeting
- Planning for collaboration with Far-West Laboratories
- Talks at CATE, NCTE, and other professional conferences
- Advisor/Consultant to publishers re. publications
- Meetings with Hart Staff re. proficiency testing and BAWP's contribution to state English proficiency standards

ADMINISTRATIVE DIRECTOR

Responsibilities during 1978-1979

Target Schools
- Selection of 6 districts for Target Area Programs
- Coordination of inservice activities within TAPs

Budget
- Management of all Bay Area budgetary and personnel matters
- Management of National Writing Project initial grants, gifts and matching funds
- Management of Partner and Partnership program financing through U.C. Affirmative Action

Title IVC Applications
- Consultant to districts writing Title IVC adoption grants to implement BAWP programs

Publications
- Coordination of negotiations and contracts for classroom-based research sponsored by BAWP
- Coordination of editing of special publications
- Supervisory editing of National Newsletter
- Supervisory editing of BAWP Newsletter

State Department Liason
- Consultant on AB 65 (School Improvement Plan)
- Consultant on AB 551 (Staff Development Bill)

Other Professional Activities
- Consultant to National Institute of Education (6 years)
- Member of budgetary review committee for National Institute of Education
- Reader for National Endowment for the Humanities proposals
- Member of National Humanities Faculty (Teacher in school year follow-up to NEH summer institutes)
- Speaker at NCTE,CATE, and other professional conferences

ASSISTANT DIRECTOR

Responsibilities during 1978-1979

School Year Inservice Program
- Director of all school year inservice activities
- Speaker, participating at least once in most 10-week inservice programs

National Writing Project
- Consultant to NWP sites during the year and speaker at NWP summer institutes
- Consultant during program planning at NWP sites

BAWP Neswletter
- Editor-in-chief

Summer Institute
- Assistant interviewer for applicants to Summer Institute
- Assistant leader of Summer Institute Program
- Coordinator of Saturday monthly meetings throughout the year for Fellows of Summer Institute

Other Professional Activities
- Member NEH Faculty (teacher in school year follow-up to NEH summer institute)
- Presenter at England and Singapore/Tokyo Summer Institutes
- Consultant to National Videotape Project (Title IVC)
- Consultant to Marin-Hart Bill Writing Proficiency Committee in setting up writing proficiency standards for grades 8-12
- Speaker/presenter at NCTE, CATE and other professional conferences

NATIONAL NETWORK COORDINATOR

Responsibilities during 1978-1979

National Writing Project
- Conference with prospective applicants
- Review and revision of applications
- Consultation with NWP sites during organizational stages
- Consultation with sites during the year and coordination of BAWP visiting speakers to NWP Summer Institutes
- Speaker at NWP Summer Institutes

Target Schools
- Coordinate Fremont Area TAP
- Report to Fremont Unified School District

School Year Inservices
- BAWP coordinator of inservice programs away from Bay Area (Morgan Hill, Bishop, Alaska)

National Newsletter
- Editor-in-chief

Other Professional Activities
- Speaker at local and state conferences
- Coordinator of conference presentations by BAWP

SECTION III SCHOOL DISTRICT INSERVICE PROJECTS

OVERVIEW

Schools or districts wishing to improve writing instruction through inservice training can arrange for the Bay Area Writing Project to design and coordinate special training programs for their faculties. These programs take various forms depending on the particular needs of a district. The typical full-scale program involves about ten three-hour sessions conducted every other week by Teacher Consultants trained in the Summer Institutes and coordinated by BAWP staff. A full range of specific approaches to the teaching of composition is introduced and the teachers themselves write as if they were students receiving the instruction.

Districts or schools finance this training which is offered at no cost to the teacher. The teachers are rarely paid or given release time to attend the inservice; however, they may obtain University of California Extension credit at a substantial reduction in tuition cost and thus help to promote themselves on their own school salary schedules.

The following describes and overviews all activities involved in the planning, organizing, implementing and follow-up of an inservice. Specifically, costs to the district are outlined both in terms of direct payment to BAWP for the inservice presentations and in "indirect" costs incurred by the district through administrator and support staff time in planning and carrying out the inservice. It should be noted that there are also substantial costs incurred by the BAWP central staff which are not covered by the payment from the district (direct payment to BAWP from the district is only sufficient to cover the

coordinator's fees and the various teacher consultant speaker fees). Planning and organizing prior to the selection of an on-site coordinator, and follow-up subsequent to the actual inservice presentation are all activities and costs incurred by the BAWP central staff. As noted in Table 3, district costs (both in direct payment to BAWP and in "indirect" local administrator and support staff costs) are approximately $1,813. - $1,847., while additional expenses estimated at $819. - $1,204. for planning, organizing and follow-up are absorbed by the BAWP central office at no additional cost to the district. Thus, the total cost to provide inservice for a district is $2,632. - $3,051. Of that amount, the cost incurred by the district is 61-69%, with the BAWP central staff absorbing 31-39% of the total cost.

SCHOOL YEAR INSERVICE COST ANALYSIS

Services provided by BAWP:

Start-up (approximately 10 hours of central staff time (see Inservice)) (1)

Initial request received for information and/or communication from from potential inservice site
Letter exchanges and/or phone interchanges with administration of inservice district
Conferring with site representative (administrator or site principal) either at BAWP office or on site at inservice district or school
Assessing (with site representative) demographics of the district to be inserviced, and general needs of the population to be served

Program Organization (approximately 10 hours of central staff time)

Choosing an inservice coordinator
Setting location for the inservice, time of day, etc.
Broadly defining the program to be given based on the assessment of the population to be served and the needs assessed with administrators (will this focus on assessment of writing?, techniques for elementary teachers?, ideas for writing components across the curriculum?)

Program planning with the Inservice Coordinator (from 5-15 hours of central staff time)

Materials exchange with coordinator giving ideas for particular inservice ideas (varies according to the needs and/or wants of the coordinator)
Meetings (dinner sessions) for all project coordinators to share ideas, exchange possibilities, etc. (one 4-hour meeting a year)
Possible meeting with National Writing Project coordinators dealing with specifics of some aspect of the inservice (3-4 hours)

Presenting the Inservice (generally 30 hours of inservice for a standard district fee of $1,780.

Standardized pay scale for consultants
1) $600. for coordinator
   $50. additional to coordinator if he/she gives full 3 hour presentation in addition to performing the coordinator role
2) $85. - $120. to each teacher consultant who is experienced, depending on the distance traveled, the time filled with presentation, and the presence or absence of the coordinator
3) $65. - $85. to each inexperienced teacher consultant depending on the distance traveled

See 1977 Inservice Report Appendix G for full fee schedule

(1) based on an annual salary and benefit package of $26,428. with a 35 week year and a 40 hour week

Follow-up: Concurrent and Subsequent to Inservice (5-10 hours of central staff time per inservice)

2-3 meetings (dinner meetings) with individual coordinators and inservice central staff coordinator during the course of the inservice (2-3 hours each):

1) Suggestions sought for additional activities during inservice
2) Evaluation of program in progress: quality control
3) Suggestions for evaluation of the program at its conclusion
4) troubleshooting

Phone follow-up of each (or every other) meeting of the inservice for immediate feedback

In-office consultation and/or dissemination of additional materials helpful for inservice progress (generally very brief)

Use and reporting of the evaluations -- most coordinators solicit evaluation of the inservice from its participants. These are discussed with the central staff coordinator and also with the indivudual presentors

Conferences with particular presentors regarding aspects of his/her talk which might warrant change or adaptation to specific audiences

Concluding the Inservice (approximately 5 hours of central staff time per inservice)

Setting up of billing procedures for administrative assistant

Billing, disseminating payment, other paper work(2)

Any necessary follow-up with school administrations by letter or telephone

(2) based on the administrative assistant's annual salary of $12,562. and a 15% benefit package with a 50 hour week year and a 40 hour week

Costs to District Holding Inservice:

Standard fee for 30 hour inservice 10 sessions of approximately 3 hours each Coordinator generally present at all sessions Teacher consultant presentation at each session	$1,780.00
School Administrator time and efforts: (3)	
Planning with BAWP central staff coordinator for start-up of inservice procedure (generally 1-3 hours)	$ 17.00 - 51.00
School support staff time and efforts (4)	
Tasks such as phoning, contacting teachers and making some written contacts with the BAWP staff are among the responsibilities of district and/or school staff (generally 1-3 hours)	6.00 - $ 18.00
Other costs incurred by district and/or school	
Refreshments	$ 10.00
Substitutes (occasionally it is necessary for a district to hire substitutes while teachers attend inservices, however this is generally not the case as most often inservices are held after school or on minimum days) This estimate is based, however, on a daily cost of $35. per substitute and an inservice size of 15 teachers	$ 525.00
with substitutes	$2,338.00 - $2,372.00
without substitutes	$1,813.00 - $1,847.00

(3) this estimate is based on an annual salary of $24,000. and a benefit package of 26% with a 44 week year and a 40 hour week

(4) this estimate is based on an annual salary of $10,000. and a benefit package of 26% with a 50 week year and a 40 hour week

We have found (see Long Term Follow-up Report) that in more recent years, receiving district and/or University credit is an important factor in persuading teachers to enroll in BAWP inservice programs.

A built-in component of the BAWP inservice training is the benefit of receiving University of California Extension credit at a reduced rate. This reduced rate is possible because the BAWP staff assumes the responsibilities of 1) much of the paper work of organizing and preparing the inservice, 2) conferencing with the "teacher/coordinator" of the course, and 3) setting up the logistics such as finding a site for the meetings, setting a time, etc. Also the cost can be reduced since in most cases, the school provides the site for meetings and thus, the university assumes no cost for maintenance, etc.

There is no one "standard" fee for all extension courses, so it is difficult to assess just what kind of advantage individuals in BAWP inservices have. However, the lowest fee charged by extension for a course (no guest speakers, no rent for the facility, no duplicating charges, no audio visual equipment) is $68. per student for 3 quarter units. When courses similar to the BAWP inservice (school based) are offered through University Extension, those courses generally cost from $85. to $95. for 3 quarter units. BAWP school-year inservice participants pay $32. for 3 quarter units through University Extension, so their savings are substantial, ranging from $36. to $63. Since receiving university credit is generally related to "moving up" on salary scales, this advantage is multiplied through added earnings for the BAWP inservice participant.

TABLE 3 OVERVIEW COST ANALYSIS OF A BAWP SCHOOL YEAR INSERVICE

BAWP	START-UP	PROGRAM organ.	PROGRAM plan.	INSERVICE	FOLLOW-UP	CONCLUSION	MISCELLANEOUS expen.	MISCELLANEOUS benef.	TOTAL
Central Staff Inservice Coordinator	10 hrs. @ $19/hr.	10 hr @ $19 hr	5-15 hr. @ $19 hr.	5 hr. @ $19/hr.	5-10 hr. @ $19/hr.	5 hr. @ $19/hr.			40-55 hrs. $760-$1045
Support Staff						1.5 hr. @ $6/hr.			1.5 hrs. $9.00
Travel, Teleph. Supplies *							$50-$150		$50-$150
DISTRICT									
Administrator (principal or res. special)	1-3 hr. @ $17/hr.								1-3 hrs. $17-$51
Standard Fee				$1780					$1780
Refreshments							$ 10		
Support Staff	1 hr. @ $6.00/hr								1 hr. $6.00
Substitute Cost**				@ $35 each					@ $35 each
TEACHERS									
University Extension Credit ***							$32 each	save $36-$63 each	

Cost incurred by BAWP: $819 - $1204

Cost incurred by District: $2338 - $2372**** ; $1813 - $1847*****

Total Cost of Inservice: $3157 - $3576**** ; $2632 - $3051*****

* Travel and telephone costs incurred by the BAWP office vary greatly according to the distance of the inservice site from the U.C. campus. The cost range, however, is generally within the amount specified.

** Substitute costs vary from district to district, though this estimate reflects an average cost per day. Note also that substitute costs are often not incurred by the district, as inservices are often held on minimum days or on staff development days.

*** As noted in the text, teachers may arrange to take University Extension credit for the BAWP inservice at a substantially reduced rate. The expenditure column indicates the cost for 3 university credits, and the benefits column indicates the savings of that cost from regular University Extension 3 credit courses of a similar nature.

**** This estimate is made assuming an inservice size of 15 individuals, with substitutes being hired for all released teachers.

***** This estimate is made assuming the inservice was held on a minimum day and no substitute costs were incurred.

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TARGET AREA PROGRAM AND TITLE IVC FUNDING

The outright grant from the National Endowment for the Humanities to BAWP stipulated that approximately $44,000 be allocated to three Target Areas --- one rural, one suburban and one center city school district. Those districts were to be chosen based on administrative support of the program and a need in the district for staff development. Intensive inservicing was to enable every teacher in these districts to be either a part of a paid institute (much like the BAWP summer institute) or part of a regular 10 session inservice. Because of the discontinuation of the program in one of the original districts chosen, this formula was not followed exactly. To date, six Bay Area schools are involved in the Target Area Program. These districts have been funded for a one to three year period by NEH to provide district wide inservice programs. The funding allotted differs for each district, depending on size and length of program. Districts chosen are as follows:

District 1	$15,000
District 2	13,983
District 3	7,000
District 4	3,100
District 5	1,150
District 6	2,000
	$42,223

Title IVC Adoption Projects

Target Area districts wishing to augment the NEH funding for inservice programs, as well as other districts not selected as Target Areas, may apply for a Title IVC adoption grant to implement the BAWP model of staff development in their schools. BAWP central staff members assist districts in grant applications.

Title IVC adoption funding is granted to agencies such as county offices of education and local school districts generally in the amount of $10,000 to implement a proven "exemplary" program in their own locale. This money is generally used like the Target Area money, providing exposure to some form of inservice for all teachers in the district.

District 1 is named as a Target Area and is also the recipient of Title IVC adoption funding. With $1,000 of its own funds, District 1 began, with the help of BAWP consultants, a summer workshop for teachers in 1975. That workshop was intended "to focus on ways to develop departmental consensus on instruction in writing, knowledge of ways to encourage more student writing of increasing complexity and maturity, and techniques for evaluating writing that could be handled in a normal teacher work load." Results of that workshop, in which 17 teachers participated with no financial reimbursement (although district credit was given), included: proposed administrative guidelines on the teaching of writing, suggested writing assignments in science and social studies, criteria for evaluating writing skills, and a scope and sequence plan for writing skills and grammar instruction in grades 7-12. After their first self-sponsored summer workshop, District 1 was named by BAWP as a Target Area and the Administrative Director of BAWP helped write a proposal for a Title IVC adoption grant in the amount of $9,708.

Since that time $26,708 has been invested through NEH/BAWP, Title IVC and the district itself to improve the teaching of writing and subsequently, student skills in writing. A broad analysis of those funding allocations over the period of 1975 to the present is seen in Table 4.

This money provided opportunity for approximately 50 teachers to receive intensive training via summer institute inservicing, brought more than 20 different teacher consultants into the district to address those institutes and subsequent school year inservices, and provided necessary training and release time for teachers to implement and carry out a two-year student writing assessment. Teachers trained in the summer institutes subsequent to 1975 received stipends for their participation, and during the following school year acted as collaborators, consultants, and workshop directors for other teachers in their own schools. During departmental meetings, they led short workshop presentations and led local school staffs in exchanging ideas about the teaching of writing.

This kind of intensive district-wide canvassing of the teaching population is not possible in a "regular" BAWP inservice, yet important questions regarding the cost effectiveness of such a concentrated financial involvement are yet to be answered. Table 5 compares the cost of staff development activities which could have been coordinated with BAWP via "regular" 10-session inservice programs, using only the IVC grant and the district funding support, with the actual programs which were presented.

While the $12,708 of IVC and district money would not be enough to completely cover the 2 summer programs which were presented (totalling $14,850), that amount of money would have "bought" from BAWP 7 "regular" 10 session inservice workshops. The missing elements would be the added intensity of the summer workshops and the release time necessary to run a student writing assessment. In contrast, the "regular" BAWP

TABLE 4 Target Area/Title IVC Program District Allocations

	NEH/BAWP	IVC	District	Total
Consultants	$ 3,200	$ 250	$1,000	$ 4,450
Participant stipends	7,300	2,600	500	10,400
Release time payment for writing assessment	4,500	6,858	1,500	12,858
	$15,000	$9,708	$3,000	$27,708

TABLE 5 Comparison of BAWP Inservice Capabilities with Target Area/Title IVC Expenditures

Program type	Program cost	No. trained	Subsequent program activity professional collaboration
3 intensive summer institutes	$14,850 BAWP/NEH + IVC + District	37 in 3 sessions	1) faculty presentations 2) workday prior to school opening 3) Saturday workshops 4) inservice days
	$12,858		5) writing assessment
7 BAWP regular inservices	$13,460 at $1,780 each IVC + District	105-140 at 15-20 per inservice	?

inservice would be able to reach a greater number of teachers via the 10 session, school-year inservice format. Unanswered questions regard the impact of the two types of BAWP programs on teachers and students. Do teachers participating in the more intensive exposure of a summer institute who are reimbursed for their time and energy have a greater involvement in program change activities when they return to their schools than teachers in the less intense school-year inservices? Are the summer institute participants better prepared to effectively collaborate and consult with other teachers in their schools not trained in the institutes than are the school-year inservice participants? Another unanswered question regards the appropriateness for BAWP to be subsidizing assessment within an individual district, with seemingly little benefit to themselves. A corollary to that question regards the district's use of that assessment data. Does assessment data provide vision for more effective teacher or student training in regard to writing? Can this assessment information provide guidance for the revision of writing programs and thus provide greater student skill in writing?

These questions are ones which should be investigated both by BAWP and by districts. As future funding resources become tighter, districts and BAWP might want to closely assess the cost effectiveness of such saturation inservicing. Perhaps other options exist to providing stipends for participants, as demonstrated in the 1975 summer session in District 1. While no monetary stipend was given, participants received district credit and were thus allowed to move up on the salary scale. In the case of District 1 subsequent to 1975, over $10,000 was spent in stipends alone, accounting for 38% of the total

budget. BAWP and districts may wish to examine closely the added benefits found from teachers receiving stipends of this amount when compared to benefits from participants who receive no remuneration for their participation in BAWP programs. Is motivation to participate and learn affected by stipends? What are the political side effects of BAWP's recommendation to pay stipends? Other reports indicate that unremunerated individuals still actively pursue program change when returning to the classroom. What factors may make this true, and may make this differ from one district to the next?

SECTION IV NATIONAL WRITING PROJECT NETWORK

The National Writing Project is a nation-wide network of writing projects which have been modeled after the Berkeley Bay Area Writing Project. Through a grant from the National Endowment for the Humanities, $140,000 was earmarked as "seed money" for the development of California sites modeled after the Berkeley project ($80,000) and other national sites away from California ($60,000). Subsequent to that allocation, NEH offered BAWP $514,000 in matching funds to be used for the development of additional national sites. Unlike the original $140,000, this money was not to be distributed as outright gifts to sites. Rather, sites could solicit up to $15,000 from NEH/BAWP upon submission of a matching sum to the Berkeley office. These matching funds were raised by the sites from a variety of sources, public and private.

As of summer 1979, sixty-seven national sites have been funded, some having been in existence for as long as three summers, while others are beginning their first planning year. Typically, interested individuals acquainted with the Berkeley Project initiate the establishment of sites. Application is made through the Berkeley office where gift-grant money from NEH, or "seed money", is solicited. A project approved as a potential site to replicate the BAWP model is asked to submit funds up to $15,000 to the BAWP office and is eligible to have those funds matched by the NEH/BAWP developmental grant.

In the absence of an NEH gift-grant, a first year site may raise up to $15,000 locally (through private donations, other grants not federally connected, etc.) turn that money into the BAWP office to be matched by NEH grant funds, and receive back $30,000 for its first year operating budget. In addition to this $30,000, funds may be gathered by the site through in-kind support from the site's university or college

home, through other private donations, or other grants, but in no case can they receive more than the original $15,000 matching from the NEH/BAWP grant money.

Often wealthy sites contribute to the pool of matching funds money for the purpose of helping other sites get started, after they themselves have received the maximum $15,000 from the NEH/BAWP fund. In this case, sites which have greater potential to raise private funds in their own area can generate extra NEH funds which BAWP may then use as gifts for "seed money" to poorer sites. The site donating the money to be matched receives back their investment in full.

The following is a list of the 67 national sites as of summer 1979:

THE NATIONAL WRITING PROJECT NETWORK — Summer 1979

ALASKA
Writing Project of Anchorage

ARIZONA
Greater Phoenix Area Writing Project
Southern Arizona Writing Project

ARKANSAS
The Mid-South Writing Project

CALIFORNIA
Area III Writing Project/UC Davis
Bakersfield Writing Project
Bay Area Writing Project/UC Berkeley
California Writing Project/UC Irvine
California State University (Northridge)
Central California Writing Project (Santa Cruz)
Central Coast Writing Project (San Luis Obispo)
Inland Area Writing Project (San Bernadino)
Northern California Writing Project (Chico)
Redwood Writing Project (Arcata)
San Diego Area Writing Project
San Joaquin Valley Writing Project
Sonoma State College/North Bay Writing Center
South Bay Area Writing Project(San Jose)
South Basin Writing Project (Dominguez Hills)
UCLA/California Writing Project

COLORADO
The Colorado Writing Project

FLORIDA
The Tampa Bay Area Writing Project

GEORGIA
Georgia Mountains Writing Project
Southeast Center for the Teaching of Writing

ILLINOIS
Chicago Area Writing Project

KANSAS
Kansas Writing Project

LOUISIANA
University of New Orleans/Greater New Orleans Writing Project

MASSACHUSETTS
Boston Writing Project

MICHIGAN
Upper Peninsula Writing Project

MINNESOTA
The Great River Writing Project (Winona)
Prairie Writing Project (Moorhead)
Twin Cities Area Writing Project (St. Paul)

MISSOURI
Missouri Writers' Workshop (Columbia)
St. Louis Area Writing Workshop (IV-C)

MISSISSIPPI
Mississippi Writing Project

MONTANA
University of Montana Writing Project

NEBRASKA
Nebraska Writing Project (University of Nebraska)
Nebraska Writing Project: Chadron
Nebraska Writing Project: Omaha

NEW HAMPSHIRE
The Exeter Writing Project

NEW JERSEY
Rutgers/Central New Jersey Writing Project

NEW MEXICO
New Mexico Writing Project

NEW YORK
Bay Area Writing Project in New York City (CUNY)
Capital District Writing Project (SUNYA)
Dowling College/Long Island Writing Project
New York/Bay Area Writing Project (Yorktown Heights)
Western New York/Bay Area Writing Project (SUNYB)

NORTH CAROLINA
- Duke Writing Institute
- The University of North Carolina at Charlotte Writing Project

NORTH DAKOTA
- Northern Plains Writing Project

OKLAHOMA
- Oklahoma Writing Project

OREGON
- University of Oregon/Oregon Writing Project
- Oregon Writing Project (IV-C)

SOUTH CAROLINA
- Wofford Writing Project

TENNESSEE
- Greater Memphis Writing Project

TEXAS
- East Texas Writing Project (Texarkana)
- Northeast Texas Writing Project (Commerce)
- Texas Hill Country Writing Project

UTAH
- The Utah Writing Project

VIRGINIA
- Capitol Virginia Writing Project (Richmond)
- Central Virginia Writing Project (Charlottesville)
- Northern Virginia Writing Project (Fairfax)
- South-Side Virginia Writing Project (Petersburg)
- Southwest Virginia Writing Project (Blacksburg
- Tidewater Virginia Writing Project (Williamsburg)

WASHINGTON
- Puget Sound Writing Project

WEST VIRGINIA
- West Virginia Writing Project

WISCONSIN
- Wisconsin Writing Project

National Director's Survey Summary --- Central Staff Component

Tables 6 & 7 summarize the information regarding National Writing Project central staff configuration and cost to maintain that staff.

Insert Tables 6 & 7

Response to the question of staffing costs ranged from $1,500 to $35,000, while 16 directors indicated that the question was "not applicable". Of those 16 cases, 2 project directors indicated that their programs were run through an Education Extension unit, so no specific cost information was available. Two project directors indicated the information as "yet to be determined", while 8 directors simply left the question blank. The remaining 4 directors indicated that their time was "borrowed" during the school year from other responsibilities (in most cases, University professorships), making it impossible to accurately estimate costs.

National Director's Survey Summary --- Inservice Component

Of the 52 respondents to the National Director's Survey, 29 (56%) indicated they were currently engaged in school year inservice activities. Analysis of cost data from sites offering inservices revealed highly diverse adaptations of BAWP'S "standard" 30-hour inservice. Further, data analysis showed no clear average or trend in regard to costs incurred either by the writing project site or by the districts sponsoring inservice programs.

One common adaptation made by writing projects is offering a predominant number of 1 session (1-6 hour) inservices where longer

TABLE 6 NATIONAL WRITING PROJECT CENTRAL STAFF CONFIGURATIONS

Number of Individuals

	0	1	2	3+
Professional Full time	84%	12%	4%	0%
Professional Part time	30%	23%	30%	17%
Support Full time	88%	9%	0%	3%
Support Part time	48%	43%	5%	4%

TABLE 7 NATIONAL WRITING PROJECT COST TO MAINTAIN CENTRAL STAFF

Year of Site	0 - $15,000	$15,001 - $30,000	$30,000 +
1st	16	2	1
2nd	15	6	1
3rd	9	1	1

$\bar{X}$ = $13,098.00

S.D. = $9,198.00

Range = $15,000.00 - $35,000.00

inservice programs were unfeasible. While many sites desire to follow the BAWP model which offers up to 10 different teacher consultants speaking at inservices spread across several months, geographic expanse and financial limitations often work against this large-scale plan. Costs for a 1-session inservice range from $50-$300. Twenty-two sites reported offering 1-session inservices, though, of these, only eight indicated that 1-session workshops (6 hours or less) were their "standard" program offering. Other sites giving 1-session workshops indicated an ability to expand the number of workshops in a program, but generally charged districts on a "per session" basis.

Some projects offered inservices with half the number of teaching hours in the BAWP model (approximately 15 hours of workshops), generally charging from $400-$1,200 for the entire inservice. In all cases, these charges covered speakers' fees, and in 5 of 6 cases, also covered the coordinator's fee. Four of these 6 sites also included travel expenses in the total charge, and 3 of 6 included reproduction costs as well. Sites offering inservices similar to the BAWP 30-hour inservice, or of longer duration, generally charged school districts from $1,000 ($50 per speaker for 1 half-hour presentation --- 20 sessions) to $2,200 (coordinator's fee, stipend to participants, but no speaker fee) for the total program.

Clearly, no particular formula exists for describing the typical cost of a NWP site inservice offering. Some projects indicated that they had no single standard of inservice length and thus no standard fee. In addition, pay schedules of consultants varied from site to site. While some sites indicated that participants selected for summer institutes "contracted" to go back to their own school to provide inservice free of

charge, others indicated a similar "contract", but arranged for schools to pay for the participants' summer expenses directly. Still other inservices were provided on request and teacher consultants were paid, where possible, per speaking engagement, directly by the school. Even those few projects following the Berkeley model fairly closely revealed little consistency in the way inservice monetary allocations were made.

In summary, NWP sites have modified and/or adapted the Berkeley model of inservice dramatically. This is due to geographic constraints, limitations on numbers of consultants trained as of yet, school district financial limitations, and other unknown factors. Whatever the cause, no patterns emerge in comparing costs of inservices presented. Some sites use a variety of funding sources in addition to the local school districts. In these cases, the amount reported as the "cost to districts of inservice presentations", does not reflect the actual cost of the inservicing.

No comparison has been done of the relative effectiveness of these adaptations of the BAWP model. Although a 1-session inservice, or an inservice led by unpaid consultants may be inexpensive to the district, these variations may not be as cost-effective as more expensive inservices unless the effort spent brings about some kind of teacher change of attitude or behavior. On the other hand, the possibility of some dissemination of ideas at a very low cost, however weak the effects in comparison to more intense, extended and expensive programs, is part of what strengthens BAWP's overall disseminating power. The balance between low-cost dissemination and high quality inservice is yet to be found. The key to that balance lies in accurate assessment of teacher change after different kinds of inservices and reliable data on district and writing project costs.

National Director's Survey Summary --- Potential for Future Funding and Project Continuance

As sites are generally funded by NEH/BAWP for only one year (maximum $15,000), they need to be self-supportive by the end of that year. For some sites this poses problems and potentially affects the program offerings and ultimately the existence of the project site. The National Director's survey revealed that 73% of the NWP site directors believe their sites have a high potential for survival. Only 10% of those surveyed felt that continuance of their projects into the future was probably unlikely, while another 17% could not make any estimates about the future. A closer analysis revealed that the second year sites expressed the greatest sense of uncertainty about the future. Of second year sites, 45% did not know their potential for permanence, or expressed doubt with regard to future funding, while only 21% of the first year sites expressed similar uncertainty and no third year sites reported doubts about their project's continuation.

Anecdotal analysis of the survey question regarding project permanence revealed that several sites expressed doubts regarding immediate future funding, at the same time expressing strong faith that their projects would become permanent and ongoing. One such comment indicated that "we will exist...but I don't know what permanent means. The spirit will keep the project alive."

Obviously funding is imperative for a project's continuance. Currently little monitoring of project funding is carried out by BAWP, so BAWP was unaware before this survey of one site which must cancel its 1980 summer institute for lack of funds. Although BAWP has called on national sites to exchange ideas and suggestions regarding funding, it has not yet initiated an adequate exchange of information to save

several sites which report desperate financial conditions. Some sites have had little problem securing funding in excess of $10,000, and those sites are in a position to advise other, less well-situated sites.

The strength of the National Network of Writing Projects relies on the continuance of many individual projects which in turn depends heavily on funding. Consistently, second and third year sites responding to the director's survey report that extramural private grants, Title IVC adoption proposals, local school district support and university in-kind assistance were the best resources to insure the futures of their projects. While other sources of funding should not be ignored, these funding sources might repay standardizing guidelines for grant applications and evaluation reports by sites, and may be worth BAWP's attention. BAWP presently offers some assistance on other aspects of the project through "interest group" exchanges at national conventions like NCTE and through the National Writing Project Newsletter. These exchanges need to include information about funding sources which they have not to date.

SECTION V COMPARISON OF BAWP WITH OTHER LARGE DISSEMINATION PROGRAMS

The network of National Writing Projects has disseminated the BAWP model of teacher training across the nation. As a staff development program, and a program presenting the most promising practices in the teaching of composition, this national dissemination is essentially the first of its kind in the field of English. In this regard, the BAWP network of dissemination can be likened to some of the large-scale dissemination of science materials during the late 50's and 60's. A brief description of the scope and costs of three major science curriculum projects is presented in the following pages.

While costs for those projects varied enormously, two kinds of funding allocations were generally made. First, the developmental grant provided resources for basic research, training and development of the curricular material. Second, implementation grants made possible the trial of those materials at various sites across the nation, and ultimately the commercialization of the materials for very large-scale dissemination.

BAWP's current focus lies in the training of teachers and only secondarily in the development of standardized materials of methods of instruction. One of the large science programs, BSCS, offers not only the standardized "package" of materials, but also a teacher-training sequence and films which can be used for on-site teacher inservice. Other differences in program orientation and certainly subject matter, separate these programs from BAWP, yet broad analysis of funding for these projects is useful in assessing the conventional allocations for such national (and international) dissemination.

CHEM Study. Department of Chemistry, University of California.
Berkeley, California.
Original Grantee: Ohio State University

CHEM Study is a program of instruction that emphasizes the experimental approach to the study of chemistry at the secondary level and the critical importance of laboratory work. It is designed to be useful to the student who is college bound as well as to the student for whom it will be a terminal course.

CHEM Study is a program coordinated by University personnel, intended as a coorperative venture with scientists in industrial fields and with high school science teachers. Emphasis is on the understanding of scientific principles growing from practically-based experiments. Basic course materials are the text, Chemistry: An Experimental Science, and a laboratory manual of the same title. Other instructional material includes two self-instructional programs, two series of achievement tests, 17 teacher training films, 26 student films to accompany the text and laboratory material, 13 film loops, a presentation film, an informational film and two monographs. The written materials have been translated into 14 languages.

Original Development Grant	$2.6 Million
Implementation (trial use, evaluation and dissemination)	$4.6 Million

PSSC — Physical Science Study Committee, Education Development Center. Newton, Massachusetts.
Original Grantee: Massachusetts Institute of Technology

By concentrating on fewer facts than are ordinarily included in beginning physics, the PSSC course is able to devote considerable time to the "story lines" running through physics which give insight into how the facts are tied together. The laboratory is considered as equal in importance to the text, class discussions, and films as a means of learning and teaching.

The cooperative efforts of university and industrial scientists, junior high and high school teachers, and others, have created the PSSC program. The textbook, Physics, first published in 1960, and now in its third edition, reflects recent advances in the physical sciences. The course is sequential and is intended as a college preparatory program, although it may be useful to the terminal physical science student. Materials include the text, laboratory guide, teacher resource book and a set of achievement tests. Films accompanying the text which supplement the course content are also available.

Original Development Grant	$5.3	Million
Implementation (trial use, evaluation and dissemination)	$6.8	Million

BSCS — Biological Sciences Curriculum Study, Biological Sciences Curriculum Study Company, Boulder Colorado.
Original Grantee: American Institute of Biological Sciences

Three versions of a modern high school course in biology were made available for use in the tenth grade. Although approximately 70% of the content is common to all three versions, each approaches the study of biology from a distinctive point of view. Biological Science: Molecules to Man (Blue Version) uses a molecular-biochemical-evolutionary approach; High School Biology: BSCS Green Version, an ecological-evolutionary approach; Biological Science: An Inquiry Into Life (Yellow Version) a cellular-biochemical-evolutionary approach. These three courses are equivalent in depth of content and designed for students of average and above average ability.

BSCS was established for the improvement of biology instruction at all levels, but has concentrated on program material for grades 10-12, as well as on materials for administrators and teachers. Basic materials include 3 separate texts with accompanying laboratory manuals, quarterly tests and a comprehensive final examination. Additional materials include a series of programmed lessons on such topics as population genetics, DNA, human reproduction and energy relationships. Also a series of 40 single-topic, inquiry films augment the basic text coverage and serve as data sources for students investigating specific biological problems.

Original Development Grant	$10.4	Million
Implementation (trial use, evaluation and dissemination)	$ 9.4	Million

While the preceding information regarding large-scale science curriculum programs can present only the broadest of overviews, it serves to underscore the small monetary allotment with which BAWP has undertaken such a large national and international program.

While findings regarding the impact of these BAWP programs are in their earliest stages of collection, the 10 years subsequent to the development and dissemination of the science curriculum programs have testified to their validity and wide-spread use. The $1.5 million three year grant to BAWP has been used both for development and dissemination (state, national and international) of programs, while each of these other large-scale programs used far more money for development and testing alone. Two questions can be posed. Will BAWP be able to continue to disseminate a consistently high quality program with such little capital? Does assessment information exist currently which "proves" BAWP methods to be exemplary and thus invites continued and expanded dissemination?

One important difference between BAWP and the three science curriculum programs is the lack of strong, widely accepted measures of student performance in the field of composition. Such measures do exist in the sciences. The preceding curriculum programs can more readily validate their own impact and effectiveness. The state of the art of measuring composition skills may seriously handicap BAWP in its efforts to win large-scale funding by such programs as the National Diffusion Network. At present, massive funding of BAWP would require an act of faith such agencies are not accustomed to making.

BAWP has, in recent years, begun to define a body of theory and practices "central" to the teaching of English composition, yet these efforts are only in their earliest stages of formation. These efforts to define the "core" ingredients to successful composition teaching need to be accompanied by methodologically sound research validating

the impact of such techniques or theories, and further articulating the context in which the theory or technique is most effective. BAWP's position, as a leader in the field of English teacher development, is central to the refinement of this body of knowledge. It may be that BAWP itself will have to lead those who are currently engaged in basic research in the measurement of writing skills in order to assure the development of measures that will demonstrate its own effectiveness. The catch is, such research itself requires funding.

BAWP's financial picture is certainly not that of its science companions overviewed here. In view of its comparatively small resources, BAWP may wish to critically examine further wide-scale dissemination of programs. While growth of the program is essential to its own existence, such growth must not occur without a concurrent commitment to the search for appropriate evaluation instruments. BAWP must take a lead in calling for funding devoted to developing ways of measuring its effectiveness if it hopes eventually to generate a critical mass of support for its philosophies and methods.

SECTION V CRITICAL COMPETITOR BUDGET ANALYSIS

Expressive Writing in the Schools (1977-1979)
ESEA Title IVC Innovative Project, Fairfax, California

This project is described in its grant application as adopting

"a developmental notion of growth in expressive writing which builds on fluency, enjoyment, confidence, pride in product, flexibility in relation to purpose, and what may be called authenticity, voice or integrity. A clear strategy of effective instruction is communicated to Project Staff and actualized with Project Students. A Teacher/Writer inservice-facilitator works with students in classrooms, and with teachers both in and out of classrooms. The project broadly addresses itself to any form of expressive writing that is authentically accessible to our students. By the open-ended nature of this content, Project Students range from the gifted to the educationally handicapped. As development continues, instructional attention progressively involves precision, clarity and grace in language content."

The project, similar to BAWP in many ways because it was modeled on it, received Title IVC Innovative Project funding for a two-year period, in the amount of $147,257. The project staff make-up is summarized in Table 8, and an overview of the project budget for its first year is outlined in Table 9.

TABLE 8 EXPRESSIVE WRITING PROJECT CENTRAL STAFF CONFIGURATION

	FULL TIME	HALF TIME	LESS THAN HALF TIME
PROJECT COORDINATOR	X		
PROJECT TEACHER/WRITER		X	
ADMINISTRATIVE SUPERVISOR			X
LITERARY JOURNAL AIDE	X		
INSTRUCTIONAL AIDE		3/4	
PROJECT SECRETARY		X	
16 TEACHERS			X
OUTSIDE EVALUATOR			X
CONSULTANTS			X

TABLE 9 EXPRESSIVE WRITING PROJECT BUDGET OUTLINE

SALARIES			
Coordinator	$20,000		
Administrative Supervisor	1,250		
Instructional Aide	4,320(1)		
Literary Aide	5,761(2)		
Secretary	5,000		
Teacher/Writer	9,500		
School Substitutes	3,360(3)	TOTAL	$49,191
BENEFITS			
All above (approximately 16%)	7,842	TOTAL	$ 7,842
CONTRACTED SERVICES			
Evaluator	3,500		
Consultant	2,250		
Data Processing	600		
Computer time	500		
Test Scoring	400	TOTAL	$ 7,250
MATERIALS AND SUPPLIES			
Instructional Supplies	3,000		
Reproduction	500	TOTAL	$ 3,500
TOTAL DIRECT COSTS		TOTAL	$68,533
INDIRECT COSTS (approximately 3%)	2,059	TOTAL	$ 2,059
EQUIPMENT (not included in total direct assessment)	2,700	TOTAL	$ 2,700
TOTAL COST ANNUALLY		TOTAL	$73,292

(1) based on 191.5 days, 6 hours per day at $3.76/ hr.

(2) based on 191.5 days, 6 hours per day at $3.76/ hr.

(3) $35 each for equiv. of 6 full school days

TABLE 10 A COMPARISON OF THE EXPRESSIVE WRITING MODEL WITH BAWP

	Expeessive Writing	BAWP
Number of central staff (full time)	2	7
Number of central staff (part time)	4	0[1]
Number of teachers served (per year)	16	16,424[2]
Number of students served (per year)	320[3]	328,480[3]
Cost to maintain central staff	$53,673.00[4]	$157,813.00[5]
Cost to maintain project for one year	$73,292.00[6]	$652,961.90[7]

[1] part-time help is occasionally employed, but on no regular basis

[2] based on the following data :

BAWP in the Bay Area	Summer Institute	25 per year
	Summer Open	74 (average)per year
	Subject A.	20 (average) per year
	Inservice	1000 (average) per year
	Target Areas	200 (average) per year
	Preservice	30 per year
National Writing Project (averages taken from National Director's Survey)	Summer Institute	23 x 67 sites = 1,541
	Inservice	202 x 67 sites = 13,534

[3] based on an average of 20 students per classroom

[4] See Table 9 (does not include salaries for substitutes)

[5] See Table 2

[6] See Table 9

[7] See Table 1

The preceding graphical comparison of BAWP with the Expressive Writing model details some of the important items for consideration in terms of cost effectiveness. One item which cannot be included here deals with the project/teacher and teacher/student impact --- another important criterion for an overall assessment of effectiveness of a project. While the cost to maintain the Expressive Writing Project is only 11% of the yearly cost to maintain BAWP, the strength of BAWP's network and wide dissemination activities allows it to reach more than 1000 times as many teachers and students as does the Expressive Writing model. Comparing costs of the central staffs, it is interesting to note that while 73% of the total budget of the expressive writing model goes for salaries and benefits of staff members, only 24% of the annual budget for BAWP serves that purpose. Clearly, BAWP allocates funding in such a manner to further disseminate the model and also to reach the greatest number of teachers and students.